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GAMES AND PLAY

BY

GEORGE E. JOHNSON

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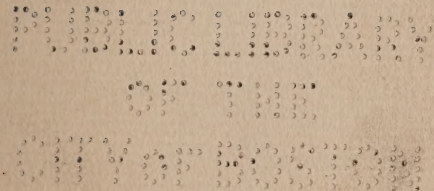

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GAMES AND PLAY

I BELIEVE every play-school teacher should be possessed by what, for the preacher, has been termed "respect for the subject." One doesn't need to be a crank to believe with all his might in the kind of work he is trying to do. The play-school teacher needs especially to convince herself that there is far more in the play of children than mere amusement.

John Strachan, a Scotch physician, has written a book to prove that play is nature's method of educating man and animals, and claims that all the exercise necessary for the full development of any faculty of mind or body may be acquired through play.

Karl Groos, Professor of Philosophy in Giesen, in his study of the play of animals, shows that the play activities of animals are based on inherited tendencies or instincts. The young animal, in its play, exercises itself in the very powers of mind and body necessary for the maintenance and preservation of life in its maturity. Animals play, says Groos, not because they are young; rather they have a period of

youth because they need to play. If the kitten failed to crouch, spring, strike, wrestle, chase, it would be powerless by-and-by either to defend itself or to catch its prey. If the young fawn frisked not nor gamboled, neither could it flee in time of danger. Play is more than instinctive, it is biological, it is a necessity for survival.

While in children the relation of the form of the play to pursuits of maturity is not so apparent as in lower animals, yet it is not obscure. In the games of young savages this relation is strikingly obvious. The games of the Teton-Dakota children, described by Dorsey, exercise the young Indians in the very temper of mind and powers of body needed in maturity. The boys imitate the sun dance, cutting holes in their skirts instead of the flesh; they leap from high stumps or banks; play hide and seek among the trees; take captives, fighting roughly, but without anger; follow trails in the snow or sand; make bows and arrows and hunt with them; fight mud-battles in which they throw mud-balls from the ends of sticks, sometimes injuring each other severely; and play many other games of warlike nature, often causing much pain to the players and imposing tests of courage, strength, and endurance.

Many educators have spoken of the educative value of play, Plato, Aristotle, Locke, Spencer, Richter,

Froebel and others. If these men have spoken with authority, there is a field for play schools or boys' clubs unsurpassed by any other work of philanthropy. The idea of the boys' club, it has seemed to me, began in the desire to supply a place where boys could congregate from the streets and evil influences and come incidentally under good moral influences. The amusements were primarily to make them happy and induce them to come. They were the price paid for the opportunity to do them good. It would be worth while to trouble ourselves simply to take children from the streets to a place of cheerfulness, warmth, and sympathy, if it were to brighten their lives for an hour — and nothing more; but if, at the same time, we can set their minds and their bodies at work in a healthful, joyous activity — the truest education really — creating in them, as it were, a habit of right amusement and of normal child life, we shall do not only a beautiful thing but a great thing.

Starting with this as our ideal, then, to amuse and at the same time educate, what means have we at our disposal? We have first of all the Games and Plays of Children. These should be classified and selections made with much care. In general they should be based on one or more of the instincts. On the hunting instinct may be based games of chase, games of searching or hunting, games of hurling or throwing;

on the fighting instinct, games of contest, as wrestling, boxing, trials of strength; on emulation, as jumping, racing, trials of skill; on curiosity, parlor magic, riddles; on sociability, the social games; on imitation, many plays and acting games; on acquisitiveness, collections; on constructiveness, wood-work, sewing, making toys, doll-dresses; on the caring instinct, dolls, pets. As a rule, the younger the children, the more clearly can the game or play be traced to its underlying instinct. As the child grows older the intellectual supersedes more and more the physical; the hunt, the contest, the emulation, is of the mind rather than of the body. For example, checkers or chess may become the intellectual counterpart of foot-ball; the crude play of the young child may in some cases, in the man, develop into art. So we should look to the child for the best suggestions on the choice of plays and games, but a few specific suggestions may be helpful, especially to workers in indoor clubs. Having had regard for what has been said of the relation of play to instincts, we may bear in mind these three objects:

1. To stimulate a healthy play interest and educate it.

2. To play games adapted to exercise certain faculties of the mind and body.

3. To teach games which may be played at home.

Intellectual Games — Requiring Apparatus.

I think it unwise to have a multiplicity of games. If the children are old enough to play checkers, I should say that checkers, parchesi, and dominoes afford variety enough in that kind of game. Quite young children are fond of dominoes, parchesi, or even checkers, and these games have a growing rather than decreasing fascination with use, especially checkers. The interest in checkers may remain from childhood even to old age. These games are cheap, can be made by the boys even, they develop all the faculties which could be developed by double the number of similar games. Concentration in games gives greater skill in playing, and correspondingly greater interest. There is the same danger in too many games for older children as in too many toys for younger children. If preferred, Halma, Go Bang, and Fox and Geese could be used.

As to the educational value of those games, there are involved in the three I first mentioned some arithmetical computation, besides observation and judgment. Checkers furnishes exercise for mental imaging of form and position not unlike that of Geometry. Paul Charles Morphy, the great chess player, could play eight games at once blindfolded. The boy who has mastered the game of checkers has quickened his power of observation, acquired foresight and judg-

ment, learned to weigh every move and its consequences, both actual and possible. The recklessness and blindness of the novice in checkers is noteworthy. Is it a great straining to say that a game like checkers supplies in some slight degree, at least, a corrective of lack of foresight so proverbial in the city poor?

Intellectual Games — Without Apparatus.

Social Games.

These may include most games in which the number of players is not limited. Among these games may be found some of the very best for the exercise of any particular faculty of the mind.

For young children I should certainly mention the Rounds, those singing games of which Mr. Newell, in the "Games and Songs of American Children," has given us so interesting a study. For developing the "social feeling" Professor Kinley of the University of Illinois, in "Social Aspects of Child Study," claims for the kindergarten the highest humanizing influence of the public schools. Indeed, to my mind these singing games may exert a great influence for good, laying a foundation for esthetic, moral and social feelings. Later this "social feeling" may become the very basis of neighborly love and sympathy.

Perhaps the current street version of Green Gravel, King Arthur was King William's Son, Jemima Jones,

and the rest may not meet with the full approval of teachers, but they could easily be revised to do so. I do not know with how old children the kindergarten games would take, but I think they might be used with some of the children. Games like "Cat and Mouse," or "Come with Me," furnish a good exercise in attention for the little ones, besides an excellent physical exercise. Something of the social element comes in.

I have never known any one to claim that, in a game like "Cat and Mouse," there may be the beginnings of the feeling of chivalry, defence of the weak and condemnation of the oppressor. It may seem at first very far fetched, yet is it not possible? The plays of children are to them realities, far more than the acting in the theatre to us or the deeds in the novels we read. Froebel says: "The plays of children are the germinal leaves of all later life." Experience has given us every reason to believe that in the kindergarten the games exert a powerful moral influence.

As I have said the social games are among the best to exercise any particular faculty of the mind. For example, as an exercise in attention we have:

1. *Cat and Mouse.* "Mouse" inside, "Cat" outside the circle. Children circle round, hindering, with lowered arms, the cat from getting in or out, but with raised arms allowing mouse to pass freely out or in.

2. *Circle Ball or Bean Bag Games.* Passing ball quickly around circle, handing to next, or tossing.

3. *Follow My Leader.*

4. *Bird Catcher.* Children sit in circle. One stands within the circle. Each takes the name of some bird. Teacher or leader tells or reads story, bringing in the names of the birds. At the mention of her name one must raise hands, and bring them down quickly. At the mention of owl all place hands behind back, holding them there until another bird is mentioned. The catcher endeavors to catch a hand wherever one is moved.

5. *House Hiring.* Children stand in circle. One inside tries to hire a house, *i. e.*, get some one to exchange place with him. By motions, two get ready and exchange places when catcher is not looking. If one is caught he becomes catcher.

6. *Buzz.* Count around circle. Buzz is always substituted for some chosen number and its multiples. For example, 1, 2, 3, 4, buzz, 6, 7, 8, 9, buzz, etc.

7. *Beast, Bird, or Fish.* Children sit in circle. One throws knotted handkerchief at another exclaiming, "Beast!" "Bird!" or "Fish!" then counts ten. Before ten is counted, others must name a beast or bird or fish, being sure to mention one of the right class and not to repeat what has been mentioned before.

8. *House Furnishing.* Children imagine themselves hosts and hostesses expecting many guests. One begins by saying he will furnish his house with chairs, or anything he likes. Next repeats and adds another article and so on.

9. *Throwing Light.* Two agree upon an object (or person) and converse about it without mentioning it. Others must guess the object or person from what is said.

10. *Russian Gossip.* One reads or tells a little story in a whisper to his neighbor. The neighbor repeats, and so on around the room. The last statement is compared to the original.

Memory.

1. *School Master.* Children stand in line. The "schoolmaster" asks the name of a bird, animal, place, noted persons, or whatever you like, beginning with a certain letter. After ten is counted, the next child may answer and take place above, if the one asked has not already answered. No repetition.

2. *Butterfly.* One names the rest after flowers, trees, birds, etc. Butterfly pretends to fly from one to the other, asking each for his story. Each must tell something about the tree or bird he represents, a story, legend, fact, quotation, or the like.

3. *Assumed Characters.* Child pretends to be

some character of whom he has read and tells the story in autobiographic form.

4. *Who Was He?* One gives brief sketch of some noted person or character in literature. The others tell who he is.

5. *Historical Pictures.* Draw pictures illustrating some event of history. Others name the event.

6. *House Furnishing.*

7. *Characters.* One is selected as "Guesser." The others make remarks to him or question him as though he were the character they have in mind, until he can name the person thought of.

8. *The Good Little Man.*

Observation.

1. *Shadow Buff.* Identifying child by her shadow.

2. *Guess.* One gives first letter of an object in the room. Next one guesses. If right, names first letter of another object, next one guesses, and so on. May play sides. First exhaust letter *a*. Whoever fails to name object when any one on other side can name one with proper letter, is dropped as in spelling match. Repetition or failure to guess object causes loss of turn.

3. *Identification.* Several children conceal all but eyes behind curtain or mask, or conceal all but part of face or hand. The others guess who each one is.

4. *Unconscious Counting.* Players are allowed to look a very short time at a number of articles, or marks upon a slate or board, but not long enough to count. Tell the number.

5. *Observation.* Players pass around table or desk upon which are numerous articles. They then endeavor to write a list of all the articles.

6. *Buried Words.* "Somewhat back from the *village* street, stands an old-fashioned country *seat.*" Find a body of water and a country dwelling. Ans., Sea and villa. Fruit, flowers and animals are good words to conceal.

7. *Jenkins Up.* All sit about a table. Divide into two parties. Captain of one side says, "Jenkins up!" All on other side raise hands, the leader with a coin exposed in right hand. "Jenkins down!" All quickly place hands under table and pass coin along. As soon as opposite captain has counted ten, he exclaims again, "Jenkins up!" All raise closed hands. At command "Jenkins down!" hands are placed palms down upon the table. Captain of the other side now, after consultation with his players, orders up one hand after another, leaving till the last the one under which the coin is thought to be. If successful a point is scored. Game requires great watchfulness.

8. *Alphabet Games.* Use cardboard letters, both

print and script. Match letters; form words. Pictures and objects with accompanying words for models may be used. Vary the games. Form sentences.

9. *Come. It Comes.* Players sit in centre of room. One says, "It comes!" Others, "What comes?" "——comes," naming first letters of some object in the room. Others guess.

Conundrums, Riddles and Puzzles.

Children enjoy conundrums. We have had in the Andover play-school a conundrum night or puzzle night. The boys were arranged in opposing sides — one side giving a conundrum, the other side guessing. If right, the guessing side scores a point, if not the other side. An occasional exercise of this kind is very enjoyable to the children, arouses their memory, stimulates their power of association and, it may be, helps their minds to reach out further and further in quest of truth, and lays a foundation for appreciation of a certain kind of humor.

Riddles, of which many children are very fond, and which are stowed away in surprising abundance in the memories of children, may be used in the same way.

Similarly, we have made use of puzzles, but interest in puzzles is not so general as that in conundrums we have found. However, some children take to them

eagerly and there is a certain mental and moral effort exerted in the solution of some puzzles which is valuable.

I must mention also parlor magic. To arouse curiosity and wonder, very useful stimuli of mental effort, parlor magic is helpful. The tricks should be simple and possible to be discovered by the children on careful watching and thinking. The trick of telling who of the company has a certain article, I have used. Naming an object thought of by the rest, and mind reading, as in telling the number thought of by the rest, are good examples of this form of play.

Gymnastic Games.

Many games are especially well adapted to give strength and control of muscular movements. It has come to be quite the thing now for teachers of physical culture to introduce games into their exercises. (There may or may not be apparatus.) In the Andover play-school we have a little gymnasium and we use the apparatus considerably, but it is not essential. In fact, the most useful of the apparatus could be made by the boys themselves, I believe. Boys are fond of the running jump over a string or stick, or, if there is a soft mattress, of diving over a string. A man leader could introduce some of the rougher games like wrestling and boxing. We did a good deal the

first two years in that line in the Andover play-school. We also introduced target practice with rifle. Archery we did not try, but I believe it is one of the very best exercises for both boys and girls. There is a steadiness, judgment, control, dignity, about archery that I admire greatly. I had in mind to tell my boys the story of William Tell, a story well adapted to interest boys and give enthusiasm. Maurice Thompson in the "Witchery of Archery" would bring enthusiasm to play-school teachers, I am sure. Pulling sticks, hand wrestling, twisting sticks, and the like are useful. Egg polo proved very interesttng and was a good lung and chest exercise. Pillow Dex was greatly enjoyed, but is expensive, so many balloons will be broken.

I have spoken thus far upon games. I wish now to speak upon another feature of play-school work, and one which I believe even more important than that of games. I mean play. I think we should distinguish between play and games. Play is the more general term and includes games. But psychologically and pedagogically we may distinguish clearly between the two. Games are formal, plays informal. Games require two or more players, play may be wholly individual. In games there is prominent the idea of beating, winning; in play emulation may not be at all apparent. Educationally play is a broader field than

games, richer in information, in executive power, and in originality. Games give quickness, deftness, intensity, skill. Play, breadth, culture, refinement. During the first two years of the Andover play-school we concentrated on games; this year we have made more of play.

Wood-work.

Then we have begun wood-work. The first principles of use of knife, plane and saw are taught and then the boys are encouraged to follow their own bent and interest; one boy to make a checker board, another a box with a lock and key, another a boat, and others still, water-wheels, and butterfly cages, or even an aquarium. See how these things fit in to serve and increase interest in games, out-door play, and even nature study. I believe that right here we have one of the best educational influences to be found anywhere in school or out.

Music.

We have not neglected music. The "concord of sweet sounds" issues from our orchestra room every night, where the kindersymphonie orchestra is practicing the Java March, or the Electric Polka. If there is a piano at hand, or if the teacher can play a violin, the nucleus is sufficient; an artist each for

tamborine, clappers, trumpet, triangle, etc., can easily be found.

Collections.

I have not yet mentioned a department in which we have made a beginning at Andover,— a department for collections and nature study. I would have the play-school the headquarters for display, exchange, discussion and information in regard to stamps, coins, bugs, butterflies, and so forth. I would have aquaria made by the boys and stocked by them. Our teacher in wood-work planned for a little house to be built by the boys, in which are to be put an aquarium which they are to make, and butterfly cages. The addition of an ant's nest, a glass bee-hive, and a flower press would make it an ideal nature-study school.

These all in their simplest form could be undertaken in any play-school. And what an uplift to any child would be this introduction into the very life of nature and her curious workers.

We have also introduced the printing press. The value of this kind of play is apparent to all.

Will Training.

G. Stanley Hall says that it is the tendency of Modern Psychology to reduce most of the activities of the soul to some form of the will, and quotes Schopen-

hauer, that the normal man is two-thirds will, one-third intellect; Robertson, that *doing* is an essential organ of knowing; Matthew Arnold, that conduct is three-fourths of life; Maudsley that both history and character are written in the habits of muscles; physiologists, that a large percentage of all the energy of the body is used up by muscle work, nearly half the body by weight consisting of tissues contracting under volitional control. Ask any public school teacher how much time she gives a day primarily to the developing of the intellect and how much primarily to will training, and what will be her answer? And yet, "it can be easily shown," says Dr. Hall, "that the will is no less dependent upon the culture it receives than the intellect. It is fast becoming as absurd to suppose men can survive in the great practical strain to which our life subjects all who would succeed, if the will is left to take its doubtful chances of training and discipline as to suppose the mind develops in neglect." Could a more suggestive word or indeed a more startling warning be uttered? At an age when boys formerly received will training in the work of the farm, in hoeing, mowing, raking, in odd jobs, making sleds, and repairs of every description, when girls once received a training of hand and will in house work of every sort, in quilting, sewing, spinning, we now set our city children to using the "insignificant

muscles which move the scribbling pen or wag the tongue." We seat children in chairs screwed fast to the floor and command them to *think* when we ought to give them space for moving and set them to *doing*. This need of muscle culture in great cities is an imperative one. "The greatest need of an individual or a nation is muscular power," says Sequin, I repeat. We need the "strong, well-knit soul-texture made up of volitions and ideas like warp and woof." And there is nothing else in the wide world, I believe, which can regenerate us and insure the future in this respect, as can the play of children. Our compulsory school laws keep our children in school five hours a day for forty weeks in the year, thinking, thinking, thinking, always thinking, never *doing*. They come in crowds, too unwieldy for play. They stand around they jostle, they push; they loaf at the corners of the street or shop windows, a thousand thousand movements of cars, horses, people, catch their eyes and attention each to retain them but an instant and then they are gone, preventing any continuous, persistent exercise of willed action or attention, in short, their play interests and energy drivel and dwindle away, as it were, and with them most precious moments of childhood and possibilities of growth toward perfect manhood. This may seem extreme if indeed it does not seem fanatical, but I believe there is possible for

every stage of childhood an activity earnest, serious, absorbing, an activity with a conscious inner ideal towards which the child may ever be looking.

It is this ideal that makes all the difference in the world in the child's activity and its value. With this ideal vivid enough in the child's mind, he becomes self-directing in his activity, a living soul, not an animate machine. He grows from within, outward, unfolds like the bud to full blossom, not by a plastering on of this or that on the outside. The difference is as great as that between moulding in gold and veneering in gilt. And here we need a warning. It is very hard to draw the line perfectly between wisely and unwisely directed play. The kindergarten is at fault, I think, in not allowing enough originality to the child. I am told that kindergarten children often need more direction and suggestion in their play at home than they did before. May it not be that kindergartens give over amount of attention to games as compared to play.

Hampered as we are, by city environments, by the winter, by the evening sessions, we can nevertheless take suggestions from the free old-fashioned plays of children, the making of mud pies and dolls' dresses, sand-pile forms, and miniature roads, tiny dams and water wheels, whittled-out boats, sleds, dog-harnesses, the flying of kites, the pressing of leaves, gathering

stones, collecting stamps and butterflies, and hope that some day the Lord will show us a substitute or find a way for all children to be blessed by membership in that school to which, as Maurice Thompson has said, the greatest philosophers, scientists, artists, poets of the world in all ages have shown their gratitude and indebtedness, the school from which the greatest thinkers have been graduated,—the school of the woods, the fields, the hills, the streams, the outdoor play-school of childhood and youth.

The following are a few good books for consultation:

Champlin and Bostwick. Cyclopædia of Games and Sports. New York, 1890.

Newell, W. W. Games and Songs of American Children. New York, 1884.

Sisson, Genevra Bibliography of Children's Plays.

Studies in Education, Vol. I, No. 5, Stanford University, 1896.

Stoneroad, Rebecca. Gymnastic Stories and Plays. Boston, 1898.

One Hundred Gymnastic Games. Boston, 1897.

CAMPS FOR BOYS

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BY

THORNTON S. ALEXANDER

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The following is a list of Camps, showing a variety of type:

Westminster Camp at Erie Beach. Under the auspices of the Westminster House, Buffalo, N. Y.

Camp of the Boy's Club at 125 St. Mark's Place, N. Y., at Plum Island, N. Y.

Camp of the Chicago Commons at Elgin, Ill.

Camp Grey. Momenee, Ill. Under the auspices of the Forward Movement, 219 S. Sangamon St., Chicago, Ill.

Camp Welcome. Waukegan, Ill. Under the auspices of the Forward Movement. 219 S. Sangamon St., Chicago, Ill.

Camp of Hiram House. Cleveland, Ohio.

Summer Outing Camps of Chicago. Chicago Bureau of Charities and Daily News Fresh Air Fund.

Lincoln Vacation House. Osterville, Mass.

Articles, Pamphlets, etc.

"Vacation Camp and Boy's Republics." ALBERT SHAW. *Review of Reviews*, May, 1896.

"The Story of Camp Chocorua." ALFRED BALCH. *McClure*, August, 1893.

"The Camp." *Report S. P. C. K.*, 1891. Northumberland Ave., W. C., London, England.

"The Algonquin." Newspaper. Squam Lake Camp, Holderness, N. H.

CAMPS FOR BOYS.

THE summer is a period of continuous delight for the country boy—the wonders of nature are at his command. He can row, swim, fish, explore the woods and hills and find something new and interesting at every turn.

With the city boy circumstances are somewhat different. It is true that the summer is for him a period of out-door recreation, but his sports are necessarily confined in far too many cases to the hot city streets, back alleys and such few scattered vacant lots as may have escaped the incursions of a highly congested population. For such lads as these, the country is usually an undiscovered land, the wonders of the woods are unknown, and the delights of a camping out expedition are somewhat mystical.

Yet in the mind of the normal boy no greater pleasure can be imagined than a week or two spent in a camp, nor could anything be more healthful either for body or for mind.

There are many camps for boys scattered over the country, but their number is by far too insufficient to

accommodate all the boys who want to go to camp and who ought to go. New camps are continually springing up, some managed on wise principles to last from year to year, and others not managed so well, of mushroom growth, to fade away at the close of an unsuccessful season.

In this paper I shall attempt to present in a concise form certain general principles and practical facts which have been gathered from the management of successful camps together with a brief description of two or three camps, varying somewhat in methods and general plan.

The Location.

In starting a new camp the first thing to consider is a fit place. Of course in a matter of this kind much must be left to the individual judgment, but in general a camping ground should be selected not far from the city or town whence the boys are to come—twenty miles is in most instances considered a very desirable distance. This is far enough off so that the boys feel that they are in fact getting away from their customary and well-known surroundings, and it is not quite far enough as a general rule to make the boys homesick. Then, too, at a distance of twenty miles the railroad fare becomes but a small item of expense.

Of course no camp site would be worth considering which did not have some body of water very near; preferably the sea, but failing that some clear lake or river will do. Hardest of all, however, is to find the actual plot of land for the camping place, and here the greatest care must be used.

The camp should be in a place well shaded with trees but open to the wind, and dry. The two greatest enemies to camp life, malaria and mosquitoes, must of course be taken into consideration.

The drainage should be perfect, even if it is necessary, as is often done, to drain the place artificially. A field for athletic games, quite close to the camp ground is of course of prime importance.

Buildings, Tents, Etc.

Having selected the site for a camp, the next point is to provide proper sleeping quarters, a dining hall, etc. In some camps tents are used for all the buildings, while in other camps rough wooden structures are built at little cost.

Unhesitatingly I should say that the wooden structures are preferable to the tents. They are cleaner, drier, less liable to accidental or malicious injury, and they cost but little more than the tents.

A good-sized wooden structure can be put up for $50 or $100, capable of holding fifteen or twenty boys.

Much of the work of construction can be done by the boys themselves.

The tents, of course, have one advantage, in that they appeal to the boys' imagination, but if tents are used they should be of the type used in the army, with a fly to keep out the rain, and each tent should have a raised wooden floor.

How many buildings or tents will be necessary depends largely upon the number of boys expected in camp at any one time. Taking as a basis twenty boys, it will be found necessary to have at least one large dormitory, but it is preferable to have two dormitories, with ten boys in each.

A dining hall is necessary — the boys ought never to eat and sleep in the same place. The dining hall invariably should be made of wood, large enough so that it can be used as a game room in the evenings and on rainy days. The cook house must not be forgotten. This important accessory of the camp should always be of wood, and should be close to the dining hall, in order to save carrying; in many cases it can be built at the very rear of the hall.

Equipment.

Boys can as a general rule sleep anywhere, but at a camp where a hundred or so boys go every summer it is desirable to give some serious thought to the

sleeping accommodations. One of the simplest beds that can be improvised is a straw couch, covered with a blanket. This is not very satisfactory, especially in wet weather; the straw gets damp and musty and packed, and consequently must be changed very often. A simple canvas cot is far preferable, and is not expensive, and this with a couple of good warm blankets for each boy will be sufficient. Where the camp equipment is liable to rough usage, or where space is at a premium, a modification of the canvas cot may be profitably utilized by rigging heavy iron rods parallel with each other, and slinging heavy canvas between the rods by means of rings. With this device two or three beds may be rigged, one above the other, in the manner of bunks on a ship.

The kitchen and dining equipment ought to be simple, and should consist of as few dishes as possible, and such as are used should be of heavy crockery rather than of tin — tin is too easily rusted and too hard to keep clean. From sixty to one hundred dollars ought to be sufficient to expend on the dishes, pots, kettles, range, etc. — a good kitchen range can easily be obtained, at second hand, for $20. The range ought to have a good draught and care must be taken to run the pipe high enough to carry off the smoke. A large range is preferable to a small one, although much hotter. Once heated it keeps the heat longer,

less fuel is used and the results are more satisfactory. Wooden handled knives and heavy plated spoons can be obtained very cheaply.

Too much emphasis can not be laid upon the necessity of a bountiful equipment for games, as it is in healthy out-of-door occupations that the opportunity is found to cultivate simple pleasures, and in this way to combat the general lawlessness which a city boy acquires from too much loafing on street corners. For even in camp there will be found a tendency to get into corners, smoke cigarettes and tell unsavory stories. This sort of loafing must of course be differentiated from the natural rest of fatigue.

There ought to be for twenty boys at least two good, flat bottomed boats. Flat bottomed boats are better, for this purpose than either dories or keel boats. They are easier to handle, and what is more important, they are safer. Above all things beware of the dory, it is most treacherous. At one of the camps, larger boys are given the use of a small sail boat after proper instruction in sailing. This sounds grand, but the sail boat is nothing more than a large flat bottomed boat with centre board and rudder and a small leg o' mutton sail. This old boat, worth not more than $18, is a never ending source of pleasure.

Baseball is, of course, the staple game, and at the very beginning of the season a dozen good balls,

three or four bats, a catching mask, a chest protector and a few gloves should be purchased. Other games that will add materially to the pleasure of a camp are basket ball and tether ball. At some camps tennis is popular. Then there should be boxing gloves, and fishing tackle; for evenings and rainy days, a plentiful supply of story books, checkers, cards, indoor quoits, etc. Games comprising a number of small or fragile parts are not practicable.

The preceeding summary of games is of course not exhaustive, but is only suggestive of the various healthy, out-of-door sports and pastimes which any camp ought to afford. The resources of the camping ground should be studied, with reference to these pastimes and with a view to making the most possible out of them.

The Working Force.

It is not an easy matter to manage a boys' camp. Not every man can do it and meet with success. Indeed, the wise selection of a leader usually makes all the difference between success and failure. The superintendent ought to have general oversight of the camp and deal with all questions of general policy, management, discipline, etc., which may arise. But too much work should not be placed on his shoulders. He should have a capable corps of assist-

ants selected by himself and responsible to him. The number of assistants must of course vary with the number of boys who are in camp at any one time; but, in general, there should be one assistant for every ten boys, and it should be the work of these assistants to be continually with the boys; eating with them, sleeping in the same dormitory with them, and playing their games with them.

The question is often asked: "what type of man is best fitted to work with boys in a camp?"

Primarily, of course, a man should be athletically inclined, not necessarily an expert athlete, but able to row, swim, play baseball, box and take a hand in any sport or exercise that is going on.

Boys admire strong athletic men; it is not so much that a man ever needs to use his strength in the way of enforcing discipline, nor would it be wise or desirable that he should, but the very fact that a man can do all the things that they like to do and do them better than they can themselves, excites their admiration and acts as a deterring influence upon them.

The worker in a boys' camp must, however, be something more than a "strong man" to the boy —he must be a boy himself, capable of entering into the spirit of a boy, looking at things from the boy's point of view and judging with a man's reason. He must, moreover, be a merry hearted

fellow, ready to smile and jest, capable, if possible of spinning a yarn or singing a song, and above all things he must be a man of great patience, clear judgment and tact, with an instinctive knowledge of the right thing to say and do in the right place. If he is well informed, particularly in the natural history of the locality, and has some love and skill in teaching what he knows, so much the better. It is almost needless to say that he ought to be a thorough gentleman, able to infuse the boys with his own spirit. In no form of social work can a man get closer to a boy's heart than in a period of camp life, and at no other time can he influence the mind of a boy so effectively. The boy and the man are eating, sleeping, and playing together, amid new scenery and in a period of unalloyed pleasure. Opportunities for quiet instruction are many and leave their impression. If a man possesses in a measure these qualities, well and good — if not, for his own peace of mind and the good of the camp, it is better for him not to assume the responsibility.

As yet I have said nothing about the cook, but much that I have said about the general workers of the camp applies as well to the cook. For the cook is often with the boys, especially in the evenings and it is of course desirable that his presence should add as much as possible to the underlying spirit of hap-

piness, order and good will, which the workers are endeavoring to promote.

In some camps such as the Groton camp at Holderness, N. H., and the Lincoln camp at Wayland, College men are employed who have picked up the knack of cooking well, on some summer outing, or in some other way.

It is not easy to obtain a corps of workers such as I have described, but very often young college men may be found who are willing to spend the summer in this kind of work. As a rule their services may be obtained for about $50 a month.

The Bill of Fare.

A bill of fare which has been found very successful at one camp is printed below. It will be seen that the dishes, while simple and substantial, are varied and of a sort easily digestible. In addition to this regular bill of fare there is always plenty of milk to drink at each meal, with oatmeal and coffee for breakfast. The allowance of bread and butter is of course unstinted.

The total cost per week of this bill of fare is $2.10 for the raw material, or about ten cents a meal.

In the country the cost of food for each boy need never run beyond 15 or 20 cents per meal.

MONDAY.

Breakfast.

Eggs Boiled or Fried Baked Potatoes

Dinner.

Fish Potatoes Onions
Steamed or Cottage Pudding

Supper.

Cold Ham Fried Potatoes
Corn Bread Apricots

TUESDAY.

Breakfast.

Ham Omelet Baked Potatoes

Dinner.

Irish Stew Lettuce or Beets
Apple Tapioca

Supper.

Fish Escalloped Potatoes
Corn Bread Bananas

WEDNESDAY.

Breakfast.

Stew Eggs Baked Potatoes or
Corn Bread

Dinner.

Hamburg Steak Potatoes Lettuce
Coffee Jelly

Supper.

Fish Chowder Hot Bread
Prunes

THURDSAY.

Breakfast.

Wheat Cakes Creamed Eggs
Fried Potatoes

Dinner.

Corned Beef Cabbage Beets or Beans
Rice Pudding

Supper.

Cold Meat Beans Fried Potatoes
Bananas

FRIDAY.

Breakfast.

Bacon and Eggs Corn Bread.

Dinner.

Fish Macaroni Tomatoes
Apple Pudding

Supper.

Quohaug Chowder Muffins
Berries or Apricots

SATURDAY.

Breakfast.

Creamed Fish Eggs Potatoes Baked

Dinner.

Hamburg Steak Beets, Beans or Corn
Bread Pudding

Supper.

Beans Brown Bread
Bananas

SUNDAY.

Breakfast.

Beans Scallopped Meat

Dinner.

Roast Beef Vegetables
Ice Cream

Supper.

Cold Meat Fruit
Biscuit or Short Cake

Time Spent at the Camp,

The time spent at camp usually varies between ten days and two weeks. This period is thought, upon

the whole, to give the best results. The boys are at camp long enough to have a thoroughly good time, to be well braced up, and to begin to want to see their friends at home. If they stay much longer they are apt to get homesick. The sports and games lose their zest, and they become restless and more or less lawless.

Occupation.

When the boys come to camp it is always desirable to divide them immediately into working squads.

If there are twenty boys in camp the first division should be made into two groups of ten boys each, and each group should be put immediately and wholly under the control of one assistant, who shall always be with his boys, looking after their mental and physical welfare. Further subdivisions can then be made into various working squads to perform the necessary work. There may be, for instance, the kitchen squad, boys who carry water for the kitchen, help the cook, etc; the dining hall squad; boys who wash and wipe the dishes; the police squad; boys who police the grounds, pick up paper, etc. Most of the work of the camp can be done by the boys without any serious inconvenience to themselves, and they are very glad to do it.

I have spoken before of the necessity for a large

equipment of games. Where there are a number of boys in a camp divided into squads there ought to be a daily programme. The boats may for instance belong to certain squads on certain days, the baseball fields to certain other squads. Matches may then be encouraged between the different squads. But it is not wise to have too many of these contests, since the interest may lag. The number of matches desirable must of course be left to the judgment of the leader of the camp. At the close of the camp period a field day may be found very desirable with all kinds of contests, such as running, jumping, putting the shot, etc. Prizes may be awarded and the day may rank as a sort of fête day.

On rainy days checkers, indoor quoits, etc., may take the place of the outdoor events.

In the evening it is sometimes a problem to know just what to do with the boys. Of course there are moonlight rows on the water or sometimes a drive into the country, or a bonfire on the beach with some potatoes roasting in the fire — but, after all, the life of the place at dusk usually settles down in the dining hall or game room and here is the place where impromptu entertainments are gotten up. One boy may be a fair singer, another a buck dancer or some boy may be able to recite and thus the evening may be happily whiled away. Nevertheless the fun will

drag a little unless at least one of the workers has a banjo, mandolin, guitar or some other instrument and a repertoire of songs and stories.

At camp then, the day's programme may run much as follows:

7.30 or 8.00.	Breakfast.
8.30 to 11.00.	The work of the camp.
11.00 to 12.00.	Swimming.
12.30.	Dinner.
1.15 to 2.00.	Rest.
2.00 to 5.30.	Baseball, boating, track athletics, basket ball, etc.
6.00 to 6.30.	Supper.
6.30 to 8.30 or 9.00.	Games, songs, dances, etc.
9.00.	Bedtime.

Discipline.

There is nothing a boy likes to do so much as to break rules, consequently in a well regulated camp there should be as few rules as possible.

For the rest, the discipline of the camp must depend largely upon the personality of the workers and upon the interest of the boys.

Occasionally, of course, a thoroughly wicked and depraved boy may find his way into a camp, and by means of insidious suggestions set the whole camp by the ears. In a case of this sort, of course the manifest thing to

do is to get rid of him, send him back to the city to walk about the streets, bereft of his comrades and playfellows. This is practically the only serious punishment that can be administered. Harsh remedies are of course out of the question. As the boys say themselves, they are at a camp "not at a reform school."

But sending a boy home ought to be the very last resort of the leader: the boy is disgraced and he becomes embittered. Such a condition of mind can do the boy no good and in most cases does harm and this result is subversive of the object of a camp.

As a matter of fact, far too many boys are sent home from camps through homesickness. The wise leader in a case of this sort in a tactful manner, and of course unknown to the other boys, pays some little affectionate attention to the homesick sufferer. He will keep a special eye upon the boy and make him feel that he is not a stranger, but that his presence is desired and that the leader is his especial friend. Often by means of some little kindly attentions of this sort a boy may be helped over the first feeling of strangeness in his surroundings and later be glad to stay.

Fees.

The question of how much the boys are able to pay and ought to pay for their trip to camp is often a vex-

ing one. In the majority of cases it is advisable that some fee should be charged. The boy will take more interest in the camp, and if he earns the money himself, he has a special appreciation of his vacation.

The exact amount of the fee may be left to the boys in open meeting. The result will usually be satisfactory. And this leads me to some consideration of a plan for holding the interest of the boys from year to year in their camp by means of an association.

The Camp Association.

Where groups of boys are taken to camp from various sections of a large city, the members of these groups do not know each other, consequently there is jealousy and lack of *esprit de corps*. In a situation of this sort much may be done by the formation of a camp association, with a meeting let us say, twice a year, once in the spring, and once in the fall. In such an association it is well to allow the boys to elect their own officers and to have some part in the discussion and determination of the general policy of the camp.

The interest in the spring meeting may be enhanced by making it a field day.

In at least one case, that of the Lincoln Camp,

at Wayland, Mass., this plan has been tried with satisfactory results. The boys got to know each other better — business was transacted in a rational manner, and the day was voted a perfect festival.

Four Successful Camps —

Groton School Camp.

The Groton School Camp at Holderness, N. H., is situated in the middle of the beautiful lake district of New Hampshire, on Lake Asquam. This camp has been in successful operation for nearly a dozen years. It is supported and managed by the masters and boys of the Groton School at Groton, Mass. In fact the work of this camp has only been made possible by means of this active interest, which has manifested itself, not alone in raising funds to be expended by some hired leader, but in the actual management of the camp by the boys of the school, aided of course by members of the faculty. Boys are taken in groups of twenty-eight from the various Episcopal churches of Boston and are kept at the camp for about ten days. No fee is charged, but the boys are expected each day to do some little labor about the camp, such as building a pier or upon some building of the camp.

The members of the faculty of the school take turns of two weeks each in being at the camp. The

boys of the school do likewise in groups of three or four every two weeks.

Inasmuch as this camp only takes boys from the Episcopal churches, it has been found possible and desirable to hold short devotional services every morning.

The boys are divided into various squads, each under the control of one of the Groton School lads. Rivalry is strong between these squads — and many athletic tournaments are held between them.

Lincoln Camp.

The Lincoln Camp at Wayland, Mass., is an example of a non-sectarian camp that works upon a more extensive basis. The boys who go to this camp are drawn from the various social settlements in Boston, and are of all creeds and nationalities. As a consequence no religious exercises are held. This camp entertains forty-five boys in a group, keeping them for ten days each. The striking feature of this camp is the application of the camp association idea. The members of this Lincoln Camp Association, numbering between two and three hundred boys, have a meeting every spring, at which officers are elected and questions of general policy are discussed. The boys pay their own car fare and a certain fee for attendance at the camp.

The Camp at Riverside, Mass.,

The Camp at Riverside, Mass., managed by the Massachusetts Civic League is in the nature of an experiment. During Mayor Quincy's administration of the city of Boston, a camp was established at Long Island for the school boys of Boston,—the theory of the camp was good enough, but the politicians saw opportunities for certain of their followers with the result that the camp was not all that could be desired, and under Mayor Hart's administration it was discontinued. The Massachusetts Civic League believes, however, that if camps are established in the various suburbs of Boston, modelled somewhat upon the plan of the Riverside Camp, the plan will be more successful.

At this camp there is one man in charge. Twelve boys are brought out in a group from some church or settlement, and each group is accompanied by some man who already knows the boys. It is too early, as yet, to state what the result of this experiment will be.

Camp Goodwill.

The distinctive feature of Camp Goodwill at Oak Park, Illinois, was the fact that the invited guests were restricted to mothers, small children and convalescent men, drawn largely from the west side of Chicago. Tents in preference to buildings were used. 394 in-

dividuals were taken to camp in groups of about seventy each. Some idea of the quantity of provisions used may be gained from the report of this camp for 1898 :—

Per day — Sugar, 8 lbs.; bread, 20 to 25 loaves; Milk, 50 to 70 quarts.

Per meal — Meat, 25 to 30 lbs.; cereal, 5 lbs.; coffee ½ lb.; tea, ¼ lb.; baked beans, 3 gallons; potatoes, ½ bushel; tomatoes, 5 baskets; string beans, 1 peck; cabbages, 10 to 12 heads; chickens, 12; peaches, 3 baskets; berries, 1 crate; watermelons, 5 (large); cakes, 6 to 8; pies, 15; pudding, 4 large dishes.

At this camp eight tents were erected of the following sizes :

1 Assembly	Tent	22 x 36 feet.
1 Dining	"	16 x 23 "
1 Kitchen	"	20 x 24 "
1 Bath	"	7 x 15 "
2 Toilet	"	6 x 9 "
12 Sleeping	"	7 x 12 "
1 Superintendent's	"	7 x 12 "
1 Tool	"	7 x 12 "

The total cost of the rent of these tents, floored and equipped with double-decked cots, with springs, mattresses, pillows, blankets, sheets, and slips, anounted to only $343 for a period of five weeks.

The following menu was found to give good satisfaction :

Menu for Each Week.

SATURDAY	*Supper*	Pork and beans, potatoes, bread and butter, tea, milk, fruit and cookies.

SUNDAY	*Breakfast*	Coffee, bacon, eggs, bread and butter, milk.
	Dinner	Chicken, potatoes, vegetables, tea, ice-cream.
	Supper	Potatoes, bread and butter, tea crackers, cookies, cake or fruit.
MONDAY	*Breakfast*	Cereal, potatoes, bread and butter, coffee.
	Dinner	Boiled dinner, bread and butter, tea, pudding.
	Supper	Cold meat, bread and butter, tea,
TUESDAY	*Breakfast*	Corned beef hash, bread and butter, coffee.
	Dinner	Mutton stew with rice, bread and butter, tea, desert.
	Supper	Sliced tomatoes, bread and butter, fruit.
WEDNESDAY	*Breakfast*	Fried mush and syrup, bread and butter, coffee.
	Dinner	Roast, potatoes, vegetable, bread and butter, tea, desert.
	Supper	Potato salad, bread and butter, doughnuts, tea.
THURSDAY	*Breakfast*	Cereal, eggs, bread and butter, coffee.
	Dinner	Pot roast, potatoes, vegetables, bread and butter, tea, desert,
	Supper	Cold meat, tea, bread and butter, fruit.
FRIDAY	*Breakfast*	Cereal, eggs, coffee, bread and butter.
	Dinner	Pot roast, potatoes, vegetables, bread and butter, tea, desert.
	Supper	Creamed cod fish, bread and butter, tea and cake.
SATURDAY	*Breakfast*	Hamburg steak, bread and butter, coffee.

SCHOOL-YARD PLAYGROUNDS

AND

SUMMER PLAYROOMS

4009.9-77

PART I

By THORNTON S. ALEXANDER

PART II

By REV. FREDERICK B. ALLEN

Cambridge
THE CO-OPERATIVE PRESS
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PART I.

SCHOOL-YARD PLAY-GROUNDS.

THE idea of Playgrounds for Children was first suggested by the custom in Berlin, of placing heaps of sand in the public parks in which the children were allowed to burrow and delve.

Some fourteen years ago the Massachusetts Emergency and Hygiene Association of Boston thought well of the idea and put it into operation.

The first playgrounds of Boston were simply the yards of three mission churches and the total cost for the whole summer was only nine dollars. This was the first step. In the next year, 1888, ten heaps of sand were placed in fitting localities; courts of tenement houses, yards of mission churches and one school yard were used. In the following year the school committee of Boston permitted the use of seven school yards, and skilled matrons were employed to take charge of each yard. From this time on there was a steady development of the sand garden and a further working out and application of scien-

tific methods, until in the summer of 1900 the society had opened twenty-one school yards, for a period of ten weeks each. Of these, eighteen were devoted to the little children, while three, besides such amusements as the smaller children were accustomed to, had been provided with gymnastic apparatus for the use of boys from twelve to fifteen years of age.

In July 1898, the city of Boston, recognizing the value of these school yard playgrounds also threw open twenty yards; but these were not well patronized. There was but little apparatus and few skilled instructors and the children soon recognized these facts. The next year, the city instead of appropriating money directly for the school yards, appropriated $3000 to be spent under the direction of the Massachusetts Emergency and Hygiene Association. For 1901, however, this society reports that at their solicitation the city decided to incorporate the outdoor playgrounds with the indoor Vacation schools and to establish four as an experiment. This decision was of course very gratifying to the Association, inasmuch as one of the objects of this society is that the City shall eventually maintain most of the playgrounds. The Association will, however, keep in operation as many of their own yards as they find possible.

Requisites of a Playground.

The Grounds.

As a rule, for such a playground as I am describing the most desirable grounds are those of some school situated in a congested locality. If no large school yard can be obtained, almost any dry enclosed space of sufficient size will do. Such enclosures should be shaded from the heat of the sun either by trees or in some other manner and should be provided with some place where apparatus can be stored.

Furnishings and Toys used in the Sand Gardens:

"A sand box, about twelve feet square, two feet high, the cover made in sections, that it may be easily removed. Three loads of coarse yellow sand fill such a box sufficiently. Toy shovels and pails for the sand. Light garden settees that can be stored in the basement of the building at night. Large brooms for cleaning yard. Dust pans. Barrel for rubbish. Hammocks in those yards where there are trees. Toy brooms, jump ropes, reins for playing horse, dozens of small flags to be carried by children when marching, picture-books, checker-boards, spelling-boards, drawing-books, pencils, building blocks of many kinds, letter blocks, colored pictures for cut-

ting out, scissors, paper for folding, tissue paper for balls, flowers, and other paper work, wall paper for same purpose, Japanese paper handkerchiefs, faba gaba boards, ring toss, ninepins, solitaire boards, puzzles of all varieties, sliced animals, bean bags, soft balls, paper dolls, beads to string, clay for modeling, cards, pads and prickers for preparing them (27,000 were used in 1899, nearly all prepared by the matrons out of hours), needles and worsteds for working cards, express wagons, one, two, or three, according to the number of children. Materials for sewing, knitting, and crocheting are much desired and are sometimes given by visitors, but the Committee cannot undertake to furnish them, as the demand would be endless."

The list of apparatus, furnishings, toys, etc., preceding is a list printed in the report of the Massachusetts Emergency Association, for 1900. It is, of course, subject to infinite modification.

In the selection of toys for the playground especial care should be taken to bar out hard rubber balls, air guns, bows and arrows, or other toys which might cause injury.

Apparatus Used in Boys' Yards:

"Base balls, soft balls, a basket ball, jumping stands, rope quoits, adjustable ladder, mat, Indian

clubs, jumping sticks, vaulting box, portable boom, books, magazines, checkers, solitaire, alphabet boards."

Where there is a special yard for the boys or where a general playground is large enough so that a space can be fenced off or otherwise set apart for the boys, a little gymnastic apparatus is almost a necessity. There need not be a great deal of apparatus, but there should be enough to allow some variation of program.

The Instructors.

In every yard there should be a matron and three or four assistants, the number dependant, of course, upon the patronage of the yard. At least one of the assistants should be well acquainted with kindergarten methods and games. All the instructors should be tactful, firm characters, possessing the special genius of winning and holding the friendship of children.

In the boys' yard it is necessary that the instructors should be men; preferably skilled in gymnastic work, but failing this, almost any young athletic man can fill the place if he understands how to handle boys.

Age of Children.

Where girls and boys play in the same yard, the age should be limited to those under thirteen, for if larger children are admitted they soon usurp the whole playground and by their rougher play drive the smaller ones away.

In the boy's playgrounds the age should be restricted from twelve to fifteen years. Younger than twelve they cannot do the gymnastic games well; older than fifteen, they are apt to scorn the simple apparatus and use their privilege simply as a means of making trouble.

Cost.

It is estimated that with wise and economical management the expense of maintaining such a school yard as has been outlined for a period of ten weeks, ought not to average much more than $1 per child.

Herewith we append a balance sheet of the Massachusetts Emergency and Hygiene Association for the year 1899, which illustrates the variety of expense and the proportion, in which the funds of the society were expended.

SCHOOL-YARD PLAYGROUNDS IN BOSTON IN 1899.

under the care of the

MASSACHUSETTS EMERGENCY AND HYGIENE ASSOCIATION.

PAID BY THE CITY:

Salaries	$2,672.58
Toys	93.51
Sand boxes	233.91
Total	$3,000.00

RECEIVED BY ELLEN M. TOWER, FROM TREASURER OF

Mass. Emergency and Hygiene Association	$1,299.57	
Interest	5.20	
Sale of Drum	9.00	
Total,		$1,313.77

PAID BY MASSACHUSETTS EMERGENCY AND HYGIENE ASSOCIATION:

Salaries	$274.46
Toys	252.55
Putting in sand, taking down boxes, repairs, new locks and keys	75.35
Apparatus for boys' yards	200.83
Repairs, extra service from janitors and others, brooms, pails, barrels, errands, cleaning yards, moving fences, etc.	139.38
Car fares for 2 superintendents, 4 drummer boys, bringing flowers, etc.	51.71
Parties on last day. More money was was given expressly for this purpose	75.29
Janitor's fees	85.00

Worsteds, needles, and scissors . .	54.04
Designs nearly all pricked by matrons out of hours, 2700 cards	18.50
Clay	4.55
Photos, books, and books lost from Public Library	30.04
Drums. Three remaining in good condition; one sold	33.00
Postage for superintendents, used in engaging matrons, mailing circulars, sending cards, etc,, *not* for committee .	12.77
Printing	4.50
Total	$1,313.77

Total expended for 21 yards, open ten weeks (half of every week day), with an average daily atendance of 4,117 children, $4,313.77.

ELLEN M. TOWER, *for the Committee.*

The Program.

In a playground there can be no definite fixed program — there are too many children, and their natures are too changeable and capricious; but in opening a new yard it may be desirable to adopt a few suggestions which experience has proved of value.

1. The yard, apparatus, books, toys, etc., should be made ready before the children are admitted, thus saving much confusion.

2. The matron and her assistants should move actively among the children, organizing new games, quelling incipient riots and making friends of the children. The friendly character of the leaders cannot be too much emphasized; the children are there for play and they resent it very quickly if there is an attempt to force games upon them. If Martian methods are adopted all spontaniety is crushed and thus the whole spirit of the Playground is subverted.

3. The ages of the children should be considered and an attempt should be made to group them as much as possible by age. The babies of course love best to roll in the sand; little girls and boys from six to ten are most happy when sewing cards, listening to some thrilling fairy tale, or modeling in clay. Girls from ten to twelve are made happy by the round games; boys from ten to twelve like to play checkers

or dominoes. "Tag and teacher" played with a soft rubber ball are great favorites with them also. Boys from twelve to fifteen should of course only be admitted to those yards where gymnastic apparatus is used.

General Remarks.

Such a playground as is outlined in this paper is by reason of its slight cost and by virtue of its adaptability to almost any open space, most admirably fitted for adoption in any locality of any large city where space is at a premium and wholesome play at a discount. A playground can of course be combined with a playroom or with a regular Vacation school and this has been done in many instances, with very beneficial effects.

In places where there are large open air gymnasiums such as the Charlesbank Gymnasium in Boston, the question may arise as to the particular necessity for gymnastic apparatus in the smaller school yards. We think that even under such circumstances the gymnastic apparatus still has its place in the school yards, for the boys of a given locality will use the apparatus in a school yard when they would not take the trouble to go a greater distance to the larger gymnasium.

PART II.

SUMMER PLAYROOMS.

THE playroom as an institution, must be carefully distinguished on the one hand from the summer playground, and on the other from the vacation school.

The playground, so called, is usually located in a public school yard which is thrown open in the vacation season, to the children of the neighborhood. There are sand gardens for the little ones, and one or more paid matrons or leaders who, in a general way, preserve order and in a degree, direct the play of the children. The attendance is large and a great many boys and girls are thus entertained at a trifling expense.

The vacation school on the other hand, is held in the school house in the recitation rooms and paid teachers (or sometimes volunteers) direct the exercises of the children, which consist largely of industrial, manual or kindergarten occupations.

The playroom is as its name suggests, an indoor institution, in some large hall without school seats. There are usually two morning sessions for different

sets of children, with perhaps fifty, sometimes as many as a hundred children in each class or session. Only as many children are admitted as can be completely controlled by the two or three leaders (or teachers) in charge.

All the occupations are supposed to be play, though sometimes they verge upon the danger line of useful instruction. The session usually begins with singing, both kindergarten and patriotic airs being employed. Then there is marching about the hall to a piano accompaniment. There follow two classes of occupations. Sometimes the lively ring game and sports come first and when the children are thoroughly tired, the sedentary entertainment succeeds. Sometimes quiet occupations come first, followed by more active exercises. While it is not absolutely necessary that the entire company of children join in one occupation; while the babies brought by the older sisters are put into hammocks and cribs, and some of the little ones are allowed to enjoy the toys and dolls in a corner; yet as a rule the children are all under the complete control of the leaders, and every moment of the time is utilized according to some carefully prepared programme. In this, it differs from the playground where the children are comparatively free from guidance.

The playroom games are usually in a ring where

songs are sung while children called out into the centre in various imaginary characters, as birds or other animals, or performing some avocation as the farmer, etc., according to the special game. Sometimes an object is hid and sought by a child who had been sent from the room while it was secreted in some spot observed by the other children. Then the search is directed by the louder or softer notes of the piano. Again the children decide what definite task some child (who is temporarily absent) shall perform, and it is wonderful how the piano can direct the child to the most complicated or detailed performance. Often sports are athletic, as running races, jumping, Virginia Reel or fox and geese. In the liveliest play however, there must be complete control so that the fun does not degenerate into riot.

Then there is the quiet hour. The teacher tells a carefully prepared story to which even the wildest children may be seen listening with breathless interest. There are history or nature talks, all the better if illustrated by an object lesson. A caterpillar is sometimes followed on successive days through various stages, from the chrysalis to the butterfly. There is paper-folding, embroidering perforated cards (which have objects drawn upon them beforehand) with colored worsteds. At last when the session is over there is perhaps, "the salute to the American

flag" and a march which conducts the children to the street. After a brief interval, to ventilate the room and rest the teachers, the second session follows when the same programme follows with a fresh class of children.

The Episcopal City Mission of Boston has opened its playrooms for many years during the summer months, when the public schools are closed and the children on the street exposed to peculiar temptations. In the summer of 1900 there were, for instance, seven such playrooms with average daily attendance for eight weeks of more than eight hundred children. No religious instruction is given, and while some of the classes have been restricted to the children of our mission Churches, others have been held in neighborhood settlement buildings or public halls and have been freely attended by children of every race and creed.

For any who may like to attempt such a playroom, the following suggestions as to cost, etc., are given.

Each playroom has two teachers, a leader and an assistant. There is also a kindergarten usually attached to the playroom with one or two more teachers. All these teachers are carefully selected by an examination, and of the many excellent candidates those are chosen who have most vitality, tact and experience. We have been able to secure a very superior

class of teachers, the number of excellent applicants greatly exceeding our needs. Most of our teachers are young women who have taken a normal or kindergarten course. We have found it wiser among the children, to give the preference to girls over boys, the age averaging from eight to twelve years.

Our teachers are paid about six dollars a week, a little more or less, according to their experience and capacity of leadership. It is always necessary that one of the two teachers should be able to play the piano and to sing.

We usually have to pay the janitor who cares for the rooms, about three dollars a week. The expenses of a playroom, therefore, for eight weeks, are about one hundred dollars for the teacher's stipends; twenty five dollars more for the janitor, and five dollars for materials. A kindergarten annex costs nearly as much again. If there is a group of playrooms it adds greatly to their efficiency to have a superintendent to direct and control them. The superintendent plans the work beforehand and sees that the teachers work well together, and are kept up to the mark. She is paid at least twice the stipend of the teacher in charge of each playroom.

It appears to me that the possibilities of moral influence over children through play, are not appreciated by those in charge of neighborhood settlements

and city missions. The most effective impression upon the young is always that of an earnest and attractive personality. When a child has come into sympathetic relations with an older friend through the congenial comradeship of games and play, there is an attachment and confidence which are unreserved.

On the other hand the teacher knows the weaknesses and faults of children better through play than in any other relation. If a boy or girl is liable to lie, or cheat, to bully or injure the younger, to steal or fight, all those habits are immediately revealed, and can be gently but firmly counteracted upon the very scene of action.

Very much of the moral instruction usually given the young is mere theory and very hard to be translated into conduct. But in the incessant give and take of the daily playroom, the instinct of fair play, the joy of helping the weaker or smaller, the delight of mutual helpfulness can be most effectively taught.

Those who love children will find no more attractive chance of missionary work than is afforded by the summer playroom. Where it can be afforded moreover, it is a capital winter institution from four to six o'clock, following the afternoon session of the public school. Every mission Church would have its

control over the rough boys and girls of the neighborhood increased by making use of this device.

The following are a few suggestive articles for consultation:

"Municipal Playgrounds in Chicago." CHARLES ZUEBLIN. *American Journal of Sociology.* September, 1898.

"The Movement for Small Playgrounds." SADIE AMERICAN. *American Journal of Sociology.* September, 1898.

"Playgrounds for City Schools. JACOB A. RIIS. *Century.* September, 1898.

"School Excursions in Germany." J. M. RICE. *Century.* September, 1894.

"School Gardens." E. GANG. *Report of the United States Commissioners of Education.* 1898–99. Vol. I.

VACATION SCHOOLS

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The following are a few good articles for consultation:

"Vacation Schools." HELEN C. PUTNAM. *The Forum*. December, 1900.

"Chicago Vacation Schools." O. J. MILLIKEN. *The American Journal of Sociology*. November, 1898.

"The Movement for Vacation Schools." SADIE AMERICAN. *The American Journal of Sociology*. November, 1898.

"Vacation Schools in the United States." KATHERINE A. JONES. *Review of Reviews*. June, 1898.

"The Story of the Cambridge Vacation School and its Adoption by the City." Vacation School Committee. 1900. Cambridge, Mass.

"California's First Vacation School." EVA V. CARLIN *Overland*. May, 1900.

VACATION SCHOOLS.

THE necessity of Vacation Schools in our large and thickly populated cities has become a well recognized fact. The school year as a rule only comprises about forty weeks. While the remaining period of nine or ten weeks, spent in delightful recreation in the country is a boon to many children, to many others it is a detriment, passed in the profitless glare of the hot city streets; much of the discipline of the winter term being swallowed up in the general lawlessness engendered by an unrestrained, idle summer.

The vacation school attempts to modify these conditions and to present to the boys and girls a cool, happy place, where pleasure can be combined with wise control and useful instruction.

The vacation school, growing as it does from the playground and playroom movement, attempts a little more than either of these, and sugar coats the pill of formal instruction with such sweetness that the child may swallow it with profit and cry for more.

The success of these schools has been unqualified,

city after city, either by private institutions or by municipal initiative, has opened one or more within its bounds.

Certain general principles, if carried out, make for the success of a vacation school and cannot be disregarded.

1. The object of a vacation school is to utilize the recreative time of a child; consequently, the atmosphere of such a school should be one of pleasure and delight. Of course there must necessarily be some few rules in order that discipline may be maintained, but these rules should be as few as possible. If a child is thoroughly interested either in work or in play, there is never any difficulty about his behaviour or his attendance. The problem of a vacation school then resolves itself into the simple question, of how a child's interest may be thoroughly aroused and maintained. Upon the answer to this question depends the success or non-success of the school.

2. The vacation schools answer this question by utilizing the creative and inquisitive instincts of the child. In the first place the subjects taught in the vacation schools must be different from the courses taught in the winter schools. Secondly, these courses must be concrete, something more than abstract principles or pure book knowledge. Third, the vacation

school teacher must adapt her subject to the minds of the children in such a way that it will not be much of an effort for them to grasp it.

3. It goes without saying that the vacation school teacher must have a special and rare faculty for winning the affection of children; but this is not enough, she must also have a definite and thorough knowledge of some one or more subjects, and must be able to present her knowledge in novel and effective form. The amateur has no place in the vacation school.

Requisites of a Vacation Scoool.

Age.

A properly organized vacation school may and often does combine a kindergarten, and a playground or a playroom with the school proper. Such a combination in certain communities may be exceedingly valuable.

In the vacation school itself, it is desirable, that the ages should be limited from nine to fifteen years. The place for children younger than nine is in the playroom or kindergarden, for older ones in a school by themselves, if that is practicable or desirable.

Size of Classes.

The classes must of course vary in size according to the number of teachers in each school and the subject taught. In general it may be said that the best

results are obtained by dividing the children into small groups, with not over ten or twelve in a group.

Occupations.

There should be sufficient variety of occupation and of a sort so different from the regular winter work of the children, that the character of the work itself shall arouse and maintain the interest of the children of its own volition.

The occupations mentioned below have been found among the most satisfactory:

1. Handicraft Work.
2. Nature Study.
3. Miscellaneous —
   - *a*. Drawing.
   - *b*. Cooking.
   - *c*. Singing.
4. Athletics.

HANDICRAFT.—In another monograph of this series there will be found a fuller description of Handicraft courses which have been found successful with children; but for the body of a Vacation school programme I shall name some few which are in common use:

Boys.

1. Fret Saw Work.

2. Bent Iron work.
3. Leather Work.
4. Wood Carving.
5. Sign painting.
6. Printing.

Girls.

1. Paper Sloyd.
2. Card Board Sloyd.
3. Sewing.
4. Embroidery.
5. Millinery.

Boys and Girls.

1. Weaving (Baskets, etc.)
2. Wood Sloyd.
3. Clay Modeling.

In using these handicraft courses it should always be borne in mind that success depends to a great extent upon the models which are used, and the manner of teaching. Each model ought to represent, even at the very beginning, some specific article which the child will desire to complete and call his own.

NATURE STUDY — The teacher of nature has an inexhaustible storehouse from which to draw in teaching her subject. In the most delightful way she

can open the eyes and train the observation of her children. The realm of all outdoors is open to the student of nature. Talks may be given, walks taken, stories read, animals examined, and in a thousand ways the young minds of the children may be quickened. Birds, fish, animals, insects, anything and everything in the common life of nature may serve as a text to the teacher.

Of course it is desirable that some general course of study should be marked out and followed with more or less regard for system, in order that as many general principles and as much systematic knowledge may be imparted as is possible. One week, for instance, birds common in New England may be examined and the children may be taught to draw the stuffed birds in order to familiarize themselves with the form and marking of each. Another week flowers may be the subject and so on.

Drawing — In a vacation school, drawing should not be thrust upon the children without their consent. It is not a subject which most children care for. It is especially hard to keep the interest of a class of boys in this work; nevertheless, a good teacher can do wonders with a class in drawing. Much depends upon the models which the children are asked to draw. The selection should be of specific objects, almost never of mere lines or patterns.

SINGING — There is a place for singing in the vacation school; but in the singing as in everything else, the wishes of the children should be consulted. If the children want to sing rag time to begin with, let them. It will not do them any harm and from their street melody a foundation of good will may be laid and better music developed later on. I remember one enthusiastic, but high minded vacation school teacher who was determined that her children should be taught only good songs. For a week the strains of "There's Music in the Air" were wafted feebly from her room. The teacher was plucky and would not give in, the children were grim and couldn't seem to feel the music in the air. Finally she gave them their beloved rag time music and in the space of a few minutes they were warbling right merrily. Before the summer was over, the children would sing anything she asked them to sing.

In general, it may be said that the more swing to the melody, the more dashing and appreciative the accompaniment the better the singing. Nearly every settlement has had experience of "fine pianists" failing to strike that happy, easy, careless sort of playing which inevitably brings forth joyous song from children. In chorus singing the accompanist is a far more important factor than the leader.

COOKING AND HOUSEKEEPING — The classes in

cooking and housekeeping are of course adapted to the girls in a summer school. The practical effect upon the home of these domestic science classes if made simple and effective, cannot of course be overestimated.

Athletics.— Athletics is a part of the summer scheme and where there are so many good physical exercises and so many games that can be played in a small space, no vacation school ought to leave athletics off the program. Basket ball, battle ball, wrestling, boxing, tugs-of-war, dumb bell drills, racing, etc., are all fine sport and give both teachers and pupils a stronger bond of friendship and camaraderie.

Excursions — At least once a week excursions ought to be taken into the country, or to the seashore. These excursions are always full of keen pleasure to the children and make a little break in the week's program, helping to relieve it from a possible monotony.

Cost.

A conservative estimate of the cost of one of these schools (where the building is already provided and the tools are at hand), for a term of six weeks is about four dollars per capita. For the benefit of anyone who may desire to start one of these

schools I append the treasurer's report for the Tyler Street Vacation School of 1897, which was carried on by the College Settlements Association. The term was six weeks, total registration, 300, average attendance, 200. This report will give some idea of the variety and proportion of expense.

TREASURER'S REPORT.

Total received	$654.67	Salaries,	$470.40
		Board of Superintendent,	42.00
		Supplies,	69.90
		Sundries	8.50
		Cleaning and Opening School	19.21
		Expenses	17.33
		Teas and Excursions	4.78
		Tools Sharpened,	3.24
		Expenses for Closing School	19.31
		Total,	$654,67

MARY HURD DANA.

Types of Vacation Schools:

Type I.

It is difficult to mark out any very pronounced types of vacation schools. The difference is usually in the emphasis which is laid upon one or another of the various classes or occupations.

One of the most successful schools in which the

emphasis was laid upon the Handicraft work was that which was started in Springfield in the summer of 1900. The ages of the boys were from nine to sixteen. Only 120 boys were admitted, and these were divided into four sections.

The program was in the main:

9 A.M. to 9.25, Drawing.
9.25 to 9.50, Nature Work.
9.50 to 10.40, Wood Work.
10.40 to 11.05, Bent Iron.
11.05 ty 11.30, Singing.

From this table it may be seen that the average length of time allotted to each subject was twenty-five minutes. But wood work being the most substantial handicraft occupation, was given a fifty minute period, as this length of time was found to give the best results. Of course, any solid handicraft course, such as weaving or leather, could be substituted for a period in wood work.

In the drawing courses most of the work was done in water color, although some black and white work was also done.

Singing and athletics were arranged for alternate days.

The nature study included interesting talks on air, electricity, formation of caves, coal, etc. Friday was

set aside as a day for excursions and out of door study.

Not a single boy was dismissed for misbehavior during the six weeks the school was in operation. The average attendance for the whole period was 94.9%. The teaching force comprised three college students; one trained sloyd teacher, and the principal. The total cost of maintaining the school for a period of six weeks was $564. Average cost per capita, $4.07.

NOTE.—The principal of this school, Mr. F. O. Smith, 52 Tremont Street, Malden, Mass., will be glad to answer any communications with reference to the course, methods, etc.

Type II.

The Tyler Street vacation school was opened in Boston by the College Settlements Association in connection with Denison House.

In this school the emphasis was laid upon the nature work.

There were three departments:

1. Kindergarten.
2. Primary classes, clay modeling, woodwork, sewing, singing.
3. Advanced classes in carpentry, nature study, color work, drawing, clay modeling, sewing.

The typical work in this school is represented by

the exhibition of the Primary Department and the work of the Nature Study class. The exhibition was a rural scene, representing a country house with barn, horses, cows, lambs, chickens, pigs, etc., a well with an old-fashioned bucket in the foreground; in the background ploughed land and a grain field, fenced. On the other side of the room was the representation of a country store filled with all sorts of things from vegetables to saddlery. These articles were made by the different classes out of paper, wood, clay, etc. The idea was to picture the products of the farm and the factory gathered in one store, thus showing graphically the interdependence of city and country, of manufacturing and agriculture, and the dignity of all labor.

In the science class three mornings in the week lessons were given on animal life, beginning with the monkey (illustrated by a living specimen), and continuing through the higher forms to the lower, in the following order:

Elephant, camel, cat (with comparison with larger members of the same order), rabbit, with a general talk about squirrels, rats and mice. Other forms specified were as follows:

Birds: Specimen, thirty skins of American birds (which the children learn to recognize.)

Superficial classification based upon bills and toes.

Reptiles: Specimen, a horned toad.

Amphibians: Specimen, tadpoles, frog, toad.

Fishes: Specimen, gold fishes.

Crustaceans: Specimen, live crabs, and many dried and alcoholic specimens given by a friend.

Mollusks: Specimen, clams, furnished by pupils.

Insects: Specimen, mounted specimens lent by a friend.

Echinoderms: Specimen, star fishes, sea urchins, sand dollars.

Two hours a week were devoted to the study of *plant life*. The children learned something about trees and leaves, and how to recognize them; about the parts of plants, parts of leaves, the parts of flowers and their functions; and the fertilization of the ovary. Through the kindness of a friend, the pupils were shown a large collection of polished woods. Appropriate nature stories, poems and readings from the Jungle Books were interwoven with these lessons. In this course a genuine interest was awakened; and fresh fields of thought and observation were opened.

Type III.

An interesting experimental vacation school has been started in Boston this summer, at the Andrews schoolhouse, 22 Genesee street. The plan of the work is adopted from the Dewey school in Chicago. The school is divided into grades, and each grade follows out some distinct line of occupation. The subject for this summer was the farm. The children were familiarized with the various occupations of farm life — the carding and spinning of wool, weaving by means of a simple hand loom, the making of butter, etc. Much manual training work was introduced in connection with farm life. One class, for instance, would cut the palings of a fence with a simple knife; another class in woodwork would make a butter churn; another class would card and spin wool by hand; all the occupations of the children being grouped around the one central idea of farm life.

Boston, August 15, 1901.

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